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ABSTRACT

Prepared as an activity of the National Resource Panel for Personnel Development in Vocational Education, a project of the Center for Occupational Education at North Carolina State University, the brochure lists professional development activities provided under the auspices of the Bureau of Occupational and Adult Education, Office of Education. The following projects, all conducted between June 1975 and April 1976, are described: (1) National Resource Panel for Leadership Development in Vocational Education, (2) National Resource Panel for Personnel Development in Vocational Education, (3) National Series of Seminars for Vocational Education Leadership Development, (4) National Workshop Series Focusing on the Unmet Need for Vocational Education for Specific Groups (Native American, special needs, Spanish-speaking, correctional institutions), (5) National Institute for Performance-Based Teacher Education, and (6) National Conferences Concerned with Specialization Improvement in Vocational Education. Each entry lists for whom, when and where, and why the meeting was held and whom to contact for more information. (Author/MF)

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SCHOOL OF EDUCATION
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EPDA, PART F, NATIONAL PROJECTS FOR

LEADERSHIP AND PERSONNEL DEVELOPMENT

1975-76

Foreword

The activities described in this brochure have been made possible through grants administered by the U. S. Department of Health, Education and Welfare, Office of Education. Dr. T. H. Bell is the Commissioner of Education, and Dr. Virginia Y. Trotter is Assistant Secretary of DHEW for Education.

These professional development activities are provided under the auspices of the Bureau of Occupational and Adult Education, Dr. William F. Pierce, Deputy Commissioner, and the Division of Educational Systems Development, Dr. T. William Carter, Director. The Chief of the Vocational Personnel Development Staff is Dr. Duane M. Nielsen, and the responsibility for overall direction and coordination of the Section 553, Part F, projects and programs is assigned to Ms. Muriel Shay Tapman. The directors of the national projects are listed elsewhere in this brochure.

This brochure has been prepared and disseminated as an activity of the National Resource Panel for Personnel Development in Vocational Education, a project of the Center for Occupational Education, North Carolina State University at Raleigh. Dr. John K. Coster is the project director, and Mr. Vaden B. Hairr is project monitor. Dr. John Lovegrove, Senior Program Officer, Region IV, USOE/BOAE, Atlanta, Georgia, is the regional project officer. The brochure material was prepared by Mrs. Sue J. King.

No person will, on grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under these projects.

Brochure compliments of the
CENTER FOR OCCUPATIONAL EDUCATION
North Carolina State University at Raleigh

VT102701

EPDA, PART F, FY 1975
APPROVED NATIONAL PROJECTS

I. National Resource Panel for Leadership Development in Vocational Education. To increase the impact and the effectiveness of the leadership development projects funded under the authority of EPDA, Part F, Section 552.

II. National Resource Panel for Personnel Development in Vocational Education. To increase the impact and effectiveness of EPDA, Part F, Section 553, funds on State vocational education personnel development subsystems.

III. National Series of Seminars for Vocational Education Leadership Development. To improve the quality of State vocational education programs through strengthening the leadership skills of personnel who are presently assigned to decision-making positions.

A. National Vocational Education Personnel Development Seminar: Emphasis on Business and Industry.

B. Leadership Development Seminar for National/State Advisory Councils.

C. Research Staff Development Seminar (AVA Pre-session).

D. State Directors' Leadership Development Seminar.

E. Leadership Development Seminar for Administrators of Vocational Education in Large Cities.

IV. National Workshop Series Focused on the Unmet Need for Vocational Education for Specific Groups. To develop the commitment of vocational educators to plan and operate effective programs which meet the needs of previously under-represented groups in vocational education.

A. Workshop to Increase Native American Participation in Vocational Education at All Levels.

B. Workshop on Personnel Preparation in Vocational Education for the Special Needs Student.

C. Workshop to Increase Spanish-Speaking American Participation in Vocational Education at All Levels.

D. Workshop for Improving Vocational Education in Correctional Institutions.

V. National Institute for Performance-Based Teacher Education. To improve the quality of vocational education personnel preparation by developing the skill of vocational educators to adapt, utilize and evaluate performance-based teacher education curricula.

VI. National Conferences Concerned with Specialization Improvement in Vocational Education. To improve the effectiveness and quality of specific fields, areas or components identified as critical to the expansion of vocational education.

A. Conference for Trade and Industrial Education Professional Personnel.

B. Conference for Health Occupations Professional Personnel.

C. Conference on Vocational Education Public Service Occupations.

D. Conference on Personnel Development for Postsecondary Vocational and Technical Education Programs of Less than Baccalaureate Degree.

E. Conference for State Vocational Education Planning Staffs.

PROJECT ACTIVITIES

I. National Resource Panel for Leadership Development in Vocational Education

FOR WHOM: 247 EPDA Section 552 fellowship awardees, 33 Section 552 project directors, 10 members of the National Resource Panel for Section 552, and the 56 State EPDA Coordinators

WHEN & WHERE: Meetings of the various target groups, individually and collectively, will be held in August, September, October, December, March, and April, 1975-76, at sites to be determined in accordance with the needs and convenience of members.

WHY:

1. To identify leadership needs in vocational education and their appropriate implementations through advanced training programs.

2. To improve cooperation among universities and also between universities and State Boards in order to improve the quality and focus of vocational education.

3. To provide information to Project Directors for general program improvement.

4. To provide a basis for inter-institutional discussion of fellowship programs at meetings of Program Directors called by the Panel.

5. To provide information to the Office of Education for refinement of participant selection and program administration.

6. To implement communication and cooperation identified by Guidelines for EPDA Project Directors as revised by Project Directors.

7. To provide some unique training experiences which are not available within a single awardee group or in any one funded institution.

8. To improve the identification of and response to leadership needs through (a) linkages with the National Advisory Council on Vocational Education, (b) involvement and participation of Regional Project Officers and State Coordinators, (c) linkages with national seminars, institutes and workshops in professional development, and (d) technical assistance to program development.

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II. National Resource Panel for Personnel Development in Vocational Education

FOR WHOM: 56 State vocational education personnel development coordinators

WHEN & WHERE: January, 1976; site to be selected

WHY:

1. To provide technical assistance to vocational education personnel development coordinators through a nationally constituted National Resource Panel on State Vocational Education Personnel Development Systems and through technical information.

2. To conduct a workshop on evaluation of system, program and project effectiveness and to develop competencies needed in the evaluation of vocational education personnel development programs and projects.

3. To conduct a review and analysis of the operational effectiveness of selected State systems, including analysis of systems and of competencies needed by system managers.

4. To assist in conducting a series of ten regional workshops for vocational education personnel development coordinators in cooperation with regional project officers in the DHEW regions.

5. To continue the dissemination of information regarding vocational education personnel development activities through the Vocational Education Personnel Development Communicator.

6. To coordinate activities related to national and regional project activities, including coordination of Section 552 projects with Section 553 programs and coordination of activities of national Section 553 programs.

7. To develop a procedure for selecting national and regional projects to facilitate the implementation of Part F, Education Professions Development Act.

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III. A. National Vocational Education Personnel Development Seminar: Emphasis on Business and Industry

FOR WHOM: 350 leaders of personnel development programs in vocational education and business and industry, including coordinators of personnel development and other staff members of State boards for vocational education, university teacher education faculty and administrators, and local school district personnel such as principals, local directors and supervising teachers of vocational education and representatives of management and labor.

WHEN & WHERE: October 28-31, 1975; Omaha, Nebraska

WHY: To enable participants to:

1. show increased knowledge of personnel development models and strategies used in business and industry;
2. show increased knowledge of selected industry-education exchange programs for personnel development;
3. identify functional guidelines for the operation of selected industry-education exchange programs of personnel development;
4. describe and exhibit personal advocacy for at least one potential method for increasing involvement of business and industry in preservice and inservice personnel development programs;
5. show increased knowledge of exemplary models of industry-education cooperation in adult education;
6. show increased knowledge of guidelines for effective interface with labor unions in the conduct of industry-education personnel development programs; and
7. review and respond favorably to exhibits of models and products for use in personnel development programs with business and industry process emphasis.

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III. B. Leadership Development Seminar for Members of State and National Advisory Councils

FOR WHOM: 120 members of state and national advisory councils

WHEN & WHERE: Spring, 1976; Northern Virginia and/or Washington, D. C. area

WHY:

1. Identify and organize the most prominent problems, concerns and needs of state advisory councils on vocational education.

2. Identify and share with all councils the more successful procedures and practices being followed by state councils.

3. Discover, develop and share new approaches and procedures for state advisory councils through use of consultants and experts.

4. Acquire new ideas, procedures and processes by state advisory council members and staff through simulation and group interaction.

5. Improve the operation of and attain a higher level of success by state advisory councils as a result of seminar participation.

6. Improve the orientation of new members of state advisory councils on vocational education.

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III. C. AVA Pre-Session Research Training Programs

FOR WHOM: 125 local and State-level personnel in vocational education

WHEN & WHERE: December 3-5, 1975; Anaheim, California

WHY: To enable participants to demonstrate increased knowledge and skill needed to perform:

1. curriculum design and evaluation (such as conducting needs assessments, designing new curricula, evaluating existing curricula);

2. research design and statistical analysis (such as selecting and using a research design, applying specific statistical tests);

3. proposal writing and project planning (such as stating a problem, developing a project plan); or

4. survey research design and instrumentation (such as designing a follow-up study, administering survey instruments, summarizing data),

consistent with the research training program each attends.

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III. D. State Directors of Vocational Education Seminar

FOR WHOM: 120 State vocational education agency heads and selected administrative and supervisory staff members

WHEN & WHERE: September 23-26, 1975; Snowmass-Aspen, Colorado

WHY: To enable participants to:

1. respond that they have been provided with a worthwhile opportunity for professional development and self-improvement related to specifically identified local needs reflected by the seminar program topics;

2. perceive that they have received useful knowledge and skills for planning, implementing, administering, regulating and assessing State vocational and/or career education programs;

3. demonstrate increased information related to exemplary and/or innovative programs, ideas and activities in vocational and/or career education;

4. perceive that they have received useful strategies and procedures for organizing and maintaining an effective and productive State vocational and/or career education agency;

5. respond favorably to selected new products developed through research efforts and alternative procedures to facilitate dissemination of these products;

6. respond favorably to opportunities for consultive services to assist States in their efforts to be more responsive to the needs of local vocational education programs; and

7. view and respond favorably to exhibits of products, practices and services available for use in in-service education for vocational educators.

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III. E. Leadership Development Seminar for Administrators of Vocational Education in Large Cities

FOR WHOM: 72 directors of vocational education from the largest cities across the nation (at least one from each State)

WHEN & WHERE: March or April, 1976; Columbus, Ohio (tentative)

WHY: To enable participants to:

1. demonstrate increased information about innovative and/or exemplary programs, ideas and activities in vocational and/or career education;

2. identify supplementary funding sources which may be used to establish needed programs;

3. respond favorably to consultive services from CVE staff during the seminar;

4. view, examine and respond favorably to exhibits of sample products developed through research for use by vocational educators in urban city centers related to identified needs;

5. perceive that they have received assistance in the development of instructional programs which will better serve clientele with special needs; and

6. perceive that they have received help in resource planning to make more effective use of educational resources.

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IV. A. Workshop to Increase Native American Participation in Vocational Education at All Levels

FOR WHOM: 110 native Americans knowledgeable about education, particularly vocational education, and State-level decision-makers from five States (Alaska, Arizona, Montana, New Mexico and Washington)

WHEN & WHERE: June 1, 1975, through June 30, 1976; Central Washington State College and selected sites in Alaska, Arizona, Montana, New Mexico and Washington

WHY: To develop:

1. a "state of the art" report that will include guidelines for implementation of strategies and operational techniques to meet certain unmet needs in vocational education of native Americans;

2. a plan through which native Americans with "journeyman level" skills can be provided with the education and training necessary for each to acquire the ability to:

   a. develop lesson plans from which to teach his/her specialized occupational skills which are based on measurable behavioral objectives and competencies;

   b. identify and compile teaching materials and teaching aids that will materially assist in the identified objectives;

   c. satisfy the lesson objectives using a variety of teaching methods;

   d. meet lesson objectives using instructional resources;

   e. develop a system for testing and evaluating student performance;

   f. develop a set of procedures for evaluating the quality of instruction;

   g. meet minimum vocational teacher certification requirements; and

   h. develop other capabilities as needs are identified on an individual basis;

3. a plan to implement one workshop in each participating State to field-test the strategies and operational techniques developed; and

4. a plan to evaluate the initial workshop based on the field tests.

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IV. B. Vocational Education for the Special Needs Student: Competencies and Models for Personnel Preparation

FOR WHOM: 50 teacher educators in vocational and special education from across the nation

WHEN & WHERE: January 13-15, 1976; University of Illinois, Urbana

WHY:

1. To conduct a national workshop focusing upon vocational education for students with special needs.

2. To provide an opportunity for participant teams to plan and develop programs pertinent to personnel preparation at their respective institutions in the field of vocational education for special needs students.

3. To provide an opportunity for teacher educators to review, analyze and synthesize the competencies needed by teachers and related personnel in providing vocational education for special needs students at their respective institutions.

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IV. C. Workshop to Increase Spanish-Speaking American Participation in Vocational Education at All Levels

FOR WHOM: 80 Spanish-speaking constituents

WHEN & WHERE: Dates and sites for two regional and one national meeting are yet to be fixed.

WHY:

1. To enable each state with significant populations of Spanish-speaking Americans to commit leadership (expertise) at various levels in vocational education.

2. To provide states with significant populations to implement a sequential plan for attracting Spanish-speaking Americans into vocational education at all levels.

3. To enable appropriate states to include state governmental agencies (Department of Labor, Rehabilitation, Welfare, Social Agencies, etc.) in maintaining their efforts.

4. To enable institutions (universities and colleges) to incorporate strategies for their pre-service and in-service programs for the development of vocational education leadership.

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IV. D. Workshop for Improving Vocational Education in Correctional Institutions

FOR WHOM: 50 leaders and practitioners of vocational education in correctional institutions and key decision-makers in the fields of criminal justice and vocational education

WHEN & WHERE: October 28-31, 1975; The Center for Vocational Education, Columbus, Ohio

WHY:

1. To identify the most urgent needs and problems of vocational educators in correctional institutions.
2. To bring key decision-makers in the fields of criminal justice and vocational education together for an open discussion.
3. To develop a plan of action for the improvement of vocational education in correctional institutions with recommendations for implementation.

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V. National Institute for Performance-Based Teacher Education

FOR WHOM: 150 vocational teacher educators and State department of education personnel selected from each of the ten USOE regions

WHEN & WHERE: August 25-29, 1975; Columbus, Ohio
September and October, 1975; on-site orientation and training sessions across the nation

WHY: To enable participants to:

1. identify the need for improving and providing alternative approaches to personnel development in vocational education;
2. describe the concepts and rationale underlying the performance-based approach to teacher education (PBTE);
3. describe the nature and use of modularized PBTE;
4. compare and explain the differences between PBTE programs and traditional programs of teacher education;
5. explain alternative approaches for implementing preservice and inservice PBTE programs and materials;
6. assess individual student needs and select appropriate curricular materials for meeting the professional preparation needs of present and prospective vocational teachers;
7. design and make operational an appropriate teaching-learning configuration for implementing PBTE curricula components in a specific setting;
8. serve effectively in the teacher educator role as resource person, advisor and evaluator;
9. orient prospective and inservice teachers to their role and responsibilities in using performance-based curricular materials;
10. evaluate the quality and effectiveness of performance-based materials in developing specified professional teacher competencies;

11. more objectively assess a teacher's ability to perform specified competencies in actual classroom situations; and

12. assist with the training of other vocational teacher educators and administrators who desire to adapt, utilize and evaluate PBTE curricula.

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VI. A. Conference for Trade and Industrial Education Professional Personnel

FOR WHOM: 250 participants in four-member teams from each State and territory, consisting of a trade and industrial education teacher, a State staff member, a teacher educator and a local coordinator or supervisor

WHEN & WHERE: December, 1975; Anaheim, California (tentative)

WHY:

1. To identify, prioritize and address critical problem areas and needs in trade and industrial education with major emphasis upon implications for personnel development.

2. To enable participants to develop a rudimentary communications network.

WHOM TO CONTACT FOR MORE DETAILS:

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VI. B. National Conference for Health Occupations Personnel

FOR WHOM: 30 to 50 teacher educators and state staff personnel concerned with health occupations teacher training

WHEN & WHERE: January, 1976; Montclair State College, New Jersey

WHY:

1. To identify national goals for health occupations at the secondary level.
2. To examine the critical issues affecting the health occupations field.
3. To examine planning models for determing health personnel needs.
4. To identify alternative delivery systems for preparing health personnel.
5. To determine the viability of health occupations programs at the secondary level.

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VI. C. National Conference on Vocational Education Public Service Occupations

FOR WHOM: 100 chief state school officers, occupational education personnel at the state and local levels, and occupational education professional development personnel from across the nation

WHEN & WHERE: March, 1976; Louisville, Kentucky

WHY: To enable participants to:

1. identify occupational titles within the broad public service category;
2. describe the specific career development process as it relates to public service occupations;
3. analyze training requirements;
4. define occupational status perceptions regarding public service occupations;
5. analyze economic effects of public service occupations;
6. define social influence;
7. describe public service employment opportunities in federal governmental agencies;
8. analyze public service employment in state and municipal governmental agencies;
9. identify public service occupations exploratory activities;
10. describe occupational preparation program priority areas; and
11. analyze essential professional development competencies.

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VI. D. Conference on Personnel Development for Postsecondary Vocational and Technical Education Programs of Less Than Baccalaureate Degree

FOR WHOM: 40 to 60 teacher education and state staff personnel concerned with postsecondary programs

WHEN & WHERE: January, 1976; St. Louis, Missouri (tentative)

WHY:

1. To enable the participants to become aware of the systems which upgrade professional staff.

2. To require participants to bring to the conference, summary analyses of personnel development programs and procedures utilized in their institutions and within their state.

3. To enable participants to present and/or analyze information on present programs and to work toward the development of new strategies for staff development.

4. To synthesize the results of the conference, which will be useful for establishing and maintaining professional instructional staff programs throughout the United States.

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VI. E. National Conference for State Vocational Education Planning Staffs

FOR WHOM: 56 participants, one from each State and territory, with responsibility for planning vocational education at the State or territory level

WHEN & WHERE: December 3-5, 1975; Anaheim, California

WHY:

1. To identify the skills and knowledges needed by State staff members who are presently assigned responsibility for vocational education planning.
2. To address those needs determined to be of highest priority through the conference mode.
3. To design training strategies to further meet the needs identified for such planners.

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